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Women Empowerment in Islamic Educational Institutions

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Abstract

Women are often considered as second-class humans after men, there are many claims directed at women to overthrow them, the implication is that women often fail to develop their careers including in education. This study aims to photograph the empowerment of women to improve equality at the MI Nurul Anwar, where the study in this study includes the empowerment of women in the institution and its implications for the quality of the institution. This study uses a qualitative approach with a case study design. Data were obtained through interviews, observations, and documentation. The analysis techniques used are data condensation, data display, and drawing conclusions. This study shows that women at MI Nurul Anwar are actively involved in strategic decision making, curriculum development, and implementation of education programs. Women's empowerment has a positive impact on improving the quality of teaching, teacher work motivation, and institutional achievement. The main challenge is the lack of awareness and limited access to education. This study emphasizes the importance of women's empowerment in Islamic educational institutions to create gender equality and improve the quality of education.

Keywords: *Women Empowerment*, *Educational Institutions*, *Islamic Institutions*, *Female Teachers*, *MI Nurul Anwar*

INTRODUCTION

Researchers and knowledge developers are constantly studying the issue of women; they often establish women's communities to ensure that women are treated equally to men, that they can perform tasks and hold positions similar to those of men, and to address many other demands. Not only has it declined in the political and social spheres, but it also appears to have declined in the field of education, where not all women are granted the same rights as their male colleagues. Many women are filled with pessimism and feel compelled to abandon their aspirations to take the lead and advance in their careers.[1]

[1] Chusniatun, Kuswardhani, and Joko Suwandi, "Peran Ganda Pengembangan Karier Guru-Guru Perempuan Di Sekolah Muhammadiyah Di Kota Surakarta," *Jurnal Pendidikan Ilmu Sosial* 24, no. 2 (2014): 53, https://doi.org/10.2317/jpis.v24i2.689 ?CITATIONS? total citations on Dimensions.

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The gap in women's education refers to the differences in access, quality, and educational outcomes between women and men. This disparity is caused by several factors: First: women often face obstacles in accessing education due to economic, social, and cultural barriers. Second: the quality of education in poor and remote areas is often inadequate, which has a negative impact on the quality of education received by girls in those areas. Third: women are more likely to drop out of school due to early marriage, household responsibilities, and teenage pregnancy. Even after graduating, they often face discrimination in terms of job opportunities and wages. According to Suleeman, the causes of gender gaps in education are the availability of facilities, high education costs, and investment in education.[2]

The significance of women's empowerment, which aims to establish gender equality between men and women, does not imply that women should emulate men or engage in competition or conflict with them. Gender equality must be understood in the sense that women and men enjoy the same status, are in the same conditions, and have the same opportunities to realize their potential so that, as women, they can contribute optimally to political, economic, social, and cultural development. Women's empowerment greatly emphasizes the issue of women's independence so that they are not too dependent on men.[3] The Qur'an explains how important change is; change can be made through empowerment.[4] As the word of Allah SWT in the letter Ar-Ra'd verse 11 as follows:

لَهٗ مُعَقِّبٰتٌ مِّنْۢ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهٖ يَحْفَظُوْنَهٗ مِنْ اَمْرِ اللّٰهِ ۗاِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْ ۗ وَاِذَآ اَرَادَ اللّٰهُ بِقَوْمٍ سُوْۤءًا فَلَا مَرَدَّ لَهٗ ۚ وَمَا لَهُمْ مِّنْ دُوْنِهٖ مِنْ وَّالٍ ﴿١١﴾

Meaning: "*For each one there are successive angels before and behind, protecting them by Allah's command. Indeed, Allah would never change a people's state ˹of favour˺ until they change their own state ˹of faith˺. And if it is Allah's Will to torment a people, it can never be averted, nor can they find a protector other than Him.*" (QS. Ar-Ra'd: 11).[5]

The study on women's empowerment in Islamic educational institutions focuses on elementary education, specifically at *Madrasah Ibtidaiyah* Nurul Anwar Prenduan, which Erliana currently leads. The institution aims to provide quality education for children at the elementary education level. MI Nurul Anwar strives to create a safe and enjoyable learning environment to support the growth and development of children optimally by committing to continuing to strive to create a young generation that is intelligent, creative, and ready to face the future.

[2] Rahmi Fitrianti and Habibullah, "Ketidaksetaraan Gender Dalam Pendidikan: Studi Pada Perempuan Di Kecamatan Majalaya Kabupaten Karawang," *Sosiokonsepsia* 17, no. 01 (2012): 86–87.
[3] Dwi Ratnasari, "Pemberdayaan Perempuan Dalam Pendidikan Pesantren," *'Anil Islam* 9, no. 1 (2016): 126.
[4] Andika Setiya Rani, "Strategi Dakwah Pemberdayaan Perempuan dalam Meningkatkan Ekonomi," *AL-QOLAM : Jurnal Dakwah dan Pemberdayaan Masyarakat* 8, no. 1 (June 12, 2024): 58–62.
[5] Penterdjemah Al-Quran, "Al-Qur'an Dan Terjemahannya Edisi Penyempurnaan 2019, Juz 1--10," in *Lajnah Pentashihan Mushaf Al-Qur'an*, 2019, 13.

Previous studies on women's empowerment have been reviewed by several researchers, such as Elsayed and Shirshikova,[6] who studied the impact of higher education on women's empowerment. Jaysawal and Saha,[7] who studied the role of education in women's empowerment. Lubis focused on the role of women's empowerment programs in enhancing the welfare of women.[8] Anggraini,[9] who studied the empowerment of marginalized women in efforts to improve social welfare. Rosyana and Jatiningsih,[10] who studied the role of schools in reducing patriarchal culture in families. Marofah and Ma'ruf studied women's empowerment by utilizing school programs.[11] Indrayana et al.,[12] which examines the leadership of female principals in improving the quality of education at PAUD. Kusuma Indonesia Kalaron Temanggung. However, unlike previous studies on women's empowerment, in this study the empowerment of women in question is an effort to provide access to women at MI. Nurul Anwar to be equal to men in strategic positions, career development, and involvement in education programs. Researchers believe there has been a gap in previous studies, which underscores the importance of conducting this study.

METHOD

This study on women's empowerment in Islamic educational institutions employs a qualitative approach, which involves the exploration of data through words or narratives.[13] This research uses a case study method and will later be looked at in more depth to find out more about how women's empowerment works in the MI Nurul Anwar Prenduan setting.[14] There are two types of data sources used in this study: primary data sources and secondary data sources. Primary data sources come from interviewing the main informants, who are 1) the head of the foundation, 2) the principal, 3) PAI teachers, and 4) students. All four of them are people who feel and know about the empowerment that exists in MI Nurul Anwar. Secondary data sources, on the other hand, come from

[6] Ahmed Elsayed and Alina Shirshikova, "The Women-Empowering Effect of Higher Education," *Journal of Development Economics* 163, no. Juni 2022 (2023): 103101, https://doi.org/10.1016/j.jdeveco.2023.103101.
[7] Neelmani Jaysawal and Sudeshna Saha, "Role of Education in Women Empowerment.," *International Journal of Applied Research* 9, no. 4 (2023): 08, https://doi.org/10.22271/allresearch.2023.v9.i4a.10710.
[8] Julika Sari Lubis, "Peran Program Pemberdayaan Perempuan Kepala Keluarga Dalam Meningkatkan Kesejahteraan Perempuan Dikecamatan Tanjung Balai Kabupaten Asahan" 05 (2021): 1.
[9] Dyah Ayu Anggraini, "Pemberdayaan Perempuan Marginal Untuk Meningkatkan Kesejahteraan Sosial Di PPAP Seroja Surakarta," 2022, 5.
[10] Monica Rosyana and Oksiana Jatiningsih, "Peran Sekolah Perempuan Dalam Mereduksi Budaya Patriarki Pada Keluarga Desa Gogodeso Kecamatan Kanigoro Kabupaten Biltar," *Jurnal Pendidikan Tambusai* 7. No 2 (2023): 10301.
[11] Siti Marofah and Muhammad Farid Ma'ruf, "Pemberdayaan Perempuan Melalui Program Sekolah Perempuan Di Desa Kesamben Kulon Kecamatan Wringinanom Kabupaten Gresik," *Publika* 11.No. 1 (2023): 1475.
[12] Eva Indrayani, Nina Oktarina, and Fathur Rokhman, "Kepemimpinan Kepala Sekolah Perempuan Dalam Meningkatkan Kualitas Pendidikan Di PAUD Kusuma Indonesia Kaloran Temanggung," *Public Service and Governance Journal* 5, no. 2 (2024): 195, https://doi.org/10.56444/psgj.v5i2.1544.
[13] Lexy J Moleong, "Metodologi Penelitian Kualitatif," in *Bandung: PT. Remaja Rosda Karya*, 2017, 186.
[14] Rusandi and Muhammad Rusli, "Merancang Penelitian Kualitatif Dasar/Deskriptif Dan Studi Kasus," *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam* 2, no. 1 (2021): 3.

books, journals, notes, and other documents that meet the study's data requirements. The data analysis stage in this study is through three stages: 1) The data reduction stage sorts and chooses library data that is relevant to the research object. 2) The data is then analyzed, which involves understanding, criticizing, and processing data that comes from the researcher's thoughts and writing about them in a descriptive way. 3) Drawing conclusions: This step is done after the data has been analyzed and described. Based on the results, conclusions will then be made.

RESULTS AND DISCUSSION

Women's empowerment is the provision of welfare to women as well as the key to efforts to achieve the target of development,[15] which has actually been initiated in the Ministry of Women's Empowerment and Child Protection, namely to improve human resources between men and women.[16] Women's empowerment in Islamic educational institutions is not solely based on the presence of women, but also involves transforming them into a force that contributes to the advancement of these institutions. Furthermore, women's empowerment can enable individuals to stand on their own,[17] or it can be viewed as an effort to empower others.[18] Women's empowerment at MI Nurul Anwar has succeeded in strengthening and improving women's abilities through training and skills development. Such development not only improves the quality of teaching but also builds self-confidence and permits women an active role in decision-making in the institution. Overall, this empowerment has a positive impact on the progress of the institution, with women playing an important role in improving the quality of education at MI Nurul Anwar.

Women's Involvement in Decision Making

Before discussing the involvement of women, it is necessary to first discuss what decision-making is, because decisions are the most important part of educational institution activities. Basically, decision-making is the process of choosing an alternative, for example, when planning, managing, controlling, and so on through the decision-making process.[19] This can actually only be done by the principal with the authority and

[15] Shaina Neysa Hanifa, Raihan Marsyal Arijanto, and Muhammad Badar Anugrah Illahi, "Inovasi Pendidikan Nonformal Untuk Pemberdayaan Perempuan Di Desa Kebonagung: Pendekatan Dan Output Program Sekolah Perempuan," *Martabe: Jurnal Pengabdian Masyarakat* 8, no. 1 (2025): 449, https://doi.org/10.31604/jpm.v8i1.449-456 INOVASI.

[16] Novita Dian Pangesti and Ahmad Bustomi, "Pemberdayaan Perempuan Melalui Taman Baca Masyarakat Wijaya Kusuma Sleman Yogyakarta," *Setara: Jurnal Studi Gender Dan Anak* 4, no. 01 (2022): 41, https://doi.org/10.32332/jsga.v4i01.4176.

[17] Novi Widiastuti and Prita Kartika, "Penerapan Model Kelompok Usaha Kreatif Islami (Kukis) Dalam Pemberdayaan Perempuan Berbasis Pondok Pesantren," *Jurnal Empowerment* 6, no. 2 (2017): 22, https://doi.org/10.22460/empowerment.v6i2p20-29.546.

[18] Tutik Sulistyowati, "Model Pemberdayaan Perempuan Dalam Meningkatkan Profesionalitas Dan Daya Saing Untuk Menghadapi Komersialisasi Dunia Kerja," *Jurnal Perempuan Dan Anak* 1, no. 1 (2016): 4, https://doi.org/10.22219/jpa.v1i1.2748.

[19] Murtiningsih Murtiningsih and Bukman Lian, "Proses Pengambilan Keputusan Kepala Sekolah Terhadap Peningkatan Kinerja Guru SMP," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 2, no. 1 (2017): 89, https://doi.org/10.31851/jmksp.v2i1.1156.

capacity to make and implement decisions.[20] However, women serve as additional personnel, contributing to the creation of the most appropriate decisions. The presence of women enables them to contribute ideas about the orientation of the institution in the future. This is a necessity where women are multi-functional individuals who are marked by their ability to carry out dual work. Involving women in decision-making serves as a strategy to accomplish institutional goals. Women who possess the ability or skills should not be prevented from showcasing their talents during the education organizing process.[21] Women at MI Nurul Anwar play an active role in the institutional decision-making process, including in curriculum development and planning institutional activities. Such behavior reflects the school's commitment to supporting equal roles between men and women. The principal, Mrs. Erliana, conveyed this message.

> "The involvement of women here is also followed by the taking of all decisions in this institution; women are also critical to be involved to achieve gender equality or increase the effectiveness of decision-making. Ideas and concepts conveyed by women tend to be more efficient because women not only predict the results but can also estimate both in the process of implementing activities and the budget needed, including the results that will be obtained later."[22]

The empowerment of women in question leads to the provision of freedom and access to women's contributions in advancing schools. Women are no longer treated as second-class humans after men, but women at the MI Nurul Anwar institution play the most important role in contributing ideas to the progress and hopes of the school. Eagly and Carli explain that the involvement of women in decision-making in educational institutions not only contributes to the diversity of perspectives in educational management, but also creates a more inclusive and responsive environment to the needs of the entire educational community.[23] By making women a community or part of the school, it will be an added value and become a strength for progress from the cooperation of human resources, both men and women. The involvement of women at MI Nurul Anwar is explained by the PAI teacher, where the involvement of women at MI Nurul Anwar includes attending meetings and discussions, reading and understanding related documents, providing feedback, and analyzing data and information.[24]

Teachers are granted the rights and freedoms to engage in all school planning activities and the decision-making process. According to UNESCO, the involvement of women in decision-making in educational institutions is also closely related to increasing

[20] Robiatul Andawiyah, Hamdani, and Maimun, "Manajemen Kepala Sekolah Dalam Membangun Hubungan Sumber Daya Manusia Dalam Pendidikan Islam," *Re-JIEM: Research Journal of Islamic Education Management* 7, no. 2 (2024): 252, https://doi.org/10.19105/re-jiem.v7i2.14900.
[21] Robiatul Andawiyah et al., "Teacher Strategies for Improving Students ' Questioning Skills in Class," *JIMPI: Jurnal Inofatif Manajemen Pendidikan Islam* 04, no. 01 (2025): 81, https://doi.org/10.38073/jimpi.v4i1.1976.
[22] Erliana, Interview Result with Principal of MI Nurul Anwar, n.d.
[23] Alice H. Eagly and Linda L. Carli, "Kebenaran Tentang Bagaimana Perempuan Menjadi Pemimpin," *Amerika: Harvard Bussines School Publishing Corporation*, 2007.
[24] Harisah, Interview Result, January 11, 2025.

access to quality education and achieving gender equality in the education sector. This aligns with feminist theories on gender and leadership; women's involvement includes their roles in school leadership, curriculum management, and administrative decision-making that impacts the learning environment. Women's involvement in decision-making in the education sector is critical to achieve more gender-sensitive policies and increase diversity in leadership. Policies that are produced from various thoughts (including women's involvement) will develop policies that are always accepted by all groups, because sometimes decision-making in school activities that do not involve all school human resources will usually trigger conflicts and gaps in the decisions taken. So, efforts to involve all elements are something that must be done so that later, in addition to producing effective decisions that are accepted by all groups, it can also be a means to continue building harmonious relationships between institutional communities.

Supporting Factors for Women's Empowerment at MI Nurul Anwar

Sofiani in Marofah and Ma'ruf said that development is the beginning of activities to improve people's welfare, as well as in the context of human development.[25] The involvement of women and men as subjects needs to be considered to obtain a sense of justice in a gender perspective. Women are required to be the subject of development efforts and not only objects of development. In fact, the government has issued Presidential Instruction No. 9 of 2000, a directive concerning gender mainstreaming. This choice aims to make sure that men and women have the same role in planning, managing, implementing, and evaluating efforts to build a nation that values gender equality.

In the context of women's empowerment in the Islamic education environment, MI Nurul Anwar provides facilities for women to develop themselves through training and workshops, enabling them to later become agents in institutional development. By providing opportunities and access, women's resources are no less competitive than men's, particularly when it comes to building quality schools. This has been explained in the results of an interview with a PAI teacher who said that:

> "We provide training and opportunities to enhance skills and knowledge pertinent to their careers, emphasizing the significance of a positive and supportive work culture in attaining success."[26]

The development of knowledge through training is a supporting factor in women's empowerment. Women are not only involved in learning, but they are also encouraged to develop their potential and talents through seminars or training activities that are specifically for women at MI Nurul Anwar. If simplified, it can be understood that one of the supporting factors for women's empowerment is providing opportunities for women to be able to develop themselves and their potential through various activities organized by the government. The government endeavors to empower women through self-

[25] Siti Marofah and Muhammad Farid Ma'ruf, "Pemberdayaan Perempuan Melalui Program Sekolah Perempuan Di Desa Kesamben Kulon Kecamatan Wringinanom Kabupaten Gresik," *Publika* 11, no. 1 (2022): 1476, https://doi.org/10.26740/publika.v11n1.p1475-1488.
[26] Harisah, Interview Result.

development, ensuring equal opportunities for both men and women. Participating in various training activities equips women with high insight, enabling them to effectively utilize women in the school environment, thereby contributing to women's welfare.

The Role of Female Teachers in Learning

Female teachers have an important role in building a supportive learning environment; they are considered more patient when guiding students, especially in shaping their character and motivation to learn.[27] They actively contribute to shaping, interpreting, and coloring the quality of young regeneration. It is not exaggerated to say that women are the pillars of the state; if they are virtuous, the state will also be virtuous.[28] According to this proverb, women should be good people who help the next generation. In the school setting, teachers should always be there to help students learn by teaching, guiding, educating, and supporting them. This is their duty to their students as they develop their skills through teaching.[29] Female teachers at MI Nurul Anwar possess the potential to fulfill the aforementioned tasks (teaching, guiding, educating, and fostering), demonstrating their sense of responsibility as teachers and upholding student rights within the MI Nurul Anwar institution. The results of the interview with the teacher stated that:

> "In my opinion, if women teach, of course the first thing is to educate, educate students, and secondly, to fix students who are, what's the term, cenggil, and those who can't read; they have to be taught by women."[30]

The interview with Khoirotun Nisa', one of the students, yielded the following results:

> "Yes, female teachers provide motivation and inspiration through their enthusiasm, patience, and dedication in teaching, which encourages me to learn better and is also very important for me because it motivates me as a woman, especially because female teachers are meticulous and patient."[31]

The role of female teachers at MI Nurul Anwar is huge in supporting quality learning. Nurul Anwar is very large in supporting quality learning. They are tasked with teaching and act as mentors, motivators, and character builders of students, which ultimately improves the quality of education in the institution. According to Widodo, female teachers play a critical role in the learning process, both in the context of teaching and in creating an inclusive and equitable educational environment. Female teachers not only function as teachers but also as character builders of students, with a more empathetic and sensitive approach to student needs, especially those related to gender.

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[27] Wuri Wuryandani et al., "Implementasi Pemenuhan Hak Anak Melalui Sekolah Ramah Anak," *Jurnal Civics: Media Kajian Kewarganegaraan* 15, no. 1 (2018): 90, https://doi.org/10.21831/jc.v15i1.19789.
[28] Siti Almutamah, "Peran Perempuan Dalam Pendidikan Islam," *Pediamu: Jurnal Ilmu Pendidikan, Keguruan Dan Pengajaran* 1, no. 1 (2021): 54.
[29] Maimun and Hamdani, "Improving Wudhu Skills Through Pesantren Learning," *Afkaruna: International Journal of Islamic Studies (Aijis)* 2, no. 2 (2025): 202, https://doi.org/10.38073/aijis.v2i2.2372.
[30] Ila Salsabila, Interview Result, January 15, 2025.
[31] Khoirotun Nisa', Interview Result, January 15, 2025.

Female teachers are often considered more capable of creating a safe space for female students to speak and develop. Awareness of their responsibilities and duties in the institution makes teachers always maintain perseverance and spread motivation to their students; in addition, female teachers must be a reflection and example in behavior so that they can create learning that can be adopted by students, which is solely to educate by providing examples to students.[32]

The Impact of Women's Empowerment on the Quality of Institutions

Every effort or target that is attempted will certainly bear fruit for those who strive, including in the efforts to empower women in MI Nurul Anwar. The study tried to divide the effects of women's empowerment into two groups: 1) how it affects women's motivation at work, and 2) how it affects women's ability to help students learn. We will address both in the points below:

1. The Impact of Women's Empowerment on Teacher and Staff Work Motivation

   The impact of women's empowerment on the work motivation of teachers and staff at MI is significant. The Nurul Anwar empowerment program has a positive impact on women's self-confidence, independence, and job satisfaction. This has an impact on increasing their work motivation, which in turn can improve the quality of teaching and work effectiveness at school. During an interview with Mrs. Ila Salsabila, a PAI teacher, she shared the following findings:

   > "It is very influential because women's empowerment increases my motivation, skills, and self-confidence so that my performance as a teacher becomes more effective and innovative."[33]

   Based on the results of the interview with Mrs. Erliana, she said that:

   > "Womens' empowerment has a positive impact on student achievement, firstly in improving the quality of teaching, secondly in developing social emotional skills, thirdly in increasing learning motivation, and finally in reducing gender gaps."[34]

   Empowering women is a planned way to get teachers to do their jobs with responsibility, persistence, excitement, and new ideas. The primary reason is that women prioritize their own well-being, which, when empowered, fosters a sense of innovation and creativity within the MI Nurul Anwar educational institution. According to Nuranisa et al.,[35] women empowerment in the workplace can increase work motivation because women who feel appreciated and provided the opportunity to develop are more likely to have high enthusiasm in working. Women empowerment

[32] Hamdani, Tika Hestiarini Utami, and Maimun, "Menelusuri Lembaga Pendidikan Islam SDI Asy-Syuhada ' Pamekasan Sebagai Strategi Membentuk Siswa Berkeagamaan Dan Cinta Masjid," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 1 (2024): 5, https://doi.org/10.38073/adabuna.v4i1.1900.
[33] Salsabila, Interview Result.
[34] Erliana, Interview Result with Principal of MI Nurul Anwar.
[35] Nuranisa Nuranisa, Jaenab Jaenab, and Mawar Hidayanti, "Pengaruh Motivasi Kerja Terhadap Kepuasan Kerja Pegawai Pada Dinas Pemberdayaan Perempuan, Perlindungan Anak, Pengendalian Penduduk Dan Keluarga Berencana (DP3AP2KB) Kecamatan Wawo," *Lokawati : Jurnal Penelitian Manajemen Dan Inovasi Riset* 2, no. 5 (July 29, 2024): 01–12, https://doi.org/10.61132/lokawati.v2i5.1126.

in education manifests in leadership training, decision-making, and the enhancement of professional capacity. Women empowerment contributes to increased self-confidence. In addition, women who are provided the opportunity to play an active role in school management and education policies are more motivated and feel more involved in achieving the goals of the institution. This empowerment not only strengthens women's capacity in carrying out their duties but also has a positive impact on teamwork and the overall quality of education. Teachers' and staff's work motivation will increase when they feel justice, equal opportunities, and appreciation for the contributions they make. Because of their respected position in educational institutions, female teachers always work to the best of their abilities.

2. Women's Contribution to Learning Achievement

The empowerment of women as teachers at MI Nurul Anwar has had a major positive impact on school achievement. This benefit is reflected in the improvement in the quality of teaching, innovation in learning approaches, and better relationships between teachers and students. The program also contributed to an increase in student grades, the number of students continuing their higher education, and the satisfaction of parents and students. Overall, the empowerment of women supports the progress of the institution and creates a more inclusive, creative, and quality educational environment.

The institution gives women an active role equal to men in various aspects of the organization and institution. The positive impact is very visible because women in this foundation play an important role, especially in teaching. The majority of the teaching staff there are women, which greatly influences student motivation and development. Often, students are more likely to approach and respond to teaching from female teachers than male teachers, creating a closer and more effective relationship in the teaching and learning process. The evidence shows that giving equal roles between women and men has a positive impact on the progress of the institution. As the results of an interview with Amir, who said that:

> “ "It is clear that it has a greater impact because in this institution the dominant teaching staff are women, so here female teachers have a big influence on students; sometimes the format is that students are more attracted to female teachers than male teachers."[36]

This was also conveyed by Kiai Zainul Muttaqin as chairman of the foundation, he said:

> “The positive impact is excellent because, in my eyes or in this foundation, women are given an active role like men to be able to move in institutional organizations like that."[37]

Women have a significant contribution to the achievement of institutions,

[36] Amir, Interview Result, January 15, 2025.
[37] Zainul Muttaqin, Interview Result with Chairman of the Foundation, January 15, 2025.

both in the context of teaching and management; women who are empowered to lead or are involved in decision-making often bring a more inclusive perspective, leading to the development of policies that are more focused on student needs and staff welfare. According to Zuhriyah, improving the quality of women like men in education is a must and requires special attention. Improving the quality of women in question is in the form of intellectuality, skills, personality, and other competencies that can be of good value to themselves.[38] That is why Adiebia et al. said that the development of education has yielded many wonderful results;[39] it is not only because of the role of men alone, but also because of the contribution of women who patiently educate the nation's children with a full sense of responsibility to educate the nation's children.

CONCLUSION

Women empowerment at MI Nurul Anwar has succeeded in strengthening and improving women's abilities through training and skills development. This not only improves the quality of teaching but also builds self-confidence and gives women an active role in decision-making at the institution. Overall, this empowerment has had a positive impact on the progress of the institution, with women playing a significant role in improving the quality of education at MI Nurul Anwar. The most important finding in this study is that the MI Nurul Anwar institution has empowered women by giving them involvement in school planning and in the learning process.

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